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ABSTRACT

Intended to aid school librarians and media specialists who serve elementary and secondary school students, this guide explains the role of the school library in fostering student awareness of the universalism of human life and the understanding of international phenomena. Chapters focus on the nature of global education, its international dimensions, librarians' roles in the educational process, library-centered approaches, library-produced teaching materials, and library involvement in international education. Selected readings in international education and relevant instructional materials are listed, and an annotated address list of organizations and agencies which supply relevant materials is provided. (FM)

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WORLD EDUCATION IN AMERICAN SCHOOLS

A Handbook for School Librarians and Teachers

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December 1980

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WORLD EDUCATION IN AMERICAN SCHOOLS

A HANDBOOK FOR SCHOOL LIBRARIANS AND TEACHERS

Olga Slouka and Z.J.Slouka

FOCUS: SCHOOL LIBRARIES AS AGENTS OF CHANGE

This handbook represents a grass-root, practical approach toward strengthening the international dimension of precollegiate education. The arguments for building up the international component of elementary and secondary curricula in American schools have all been made -- often eloquently, always persuasively. Educators, school systems, state departments of education, special groups public and private, federal task forces and presidential commissions of inquiry -- all have expressed serious concern about the need to overcome the gravitational pull of egotism, parochialism, and narrow nationalism penetrating the educational process, and to bring about a sounder balance through international and global perspectives.

Over the last two decades, great energies have been expended to accomplish the desired change. Yet the dents made in the problem are still very shallow, very rare, and often rather temporary; powerful social and economic forces, fluctuations in public attitudes, as well as the inertia of the decentralized educational system, tend to fill in the openings that have already been made.

In the continuing, wide-spread search for solutions the

greatest amount of work has been done at the top. The need for strengthening the international dimension of precollegiate education has been thoroughly rationalized; sophisticated -- whether simple or complex -- methods of managing the educational tasks have been developed; organizations at all levels have sprung up and a multitude of broad programs have been launched to sustain, mobilize and expand interest and efforts. Due to the sheer weight and seriousness of all these undertakings, some of the international orientations have started to seep into the classrooms and, here and there, have taken root.

The schools or, more precisely, the classrooms which have responded positively to the need usually have done so in response to two factors. A specific one -- an agent of change: the teacher himself or herself; a strongly motivated and inspiring staff member; an influential and understanding participant in the wider school community. The more general factor has been the social and educational climate of the school -- at least a general tolerance if not receptivity or even propensity for change.

In the many theoretical and sometimes pragmatic attempts to identify in American elementary and secondary schools the agents of change and to define the elements affecting the climate of receptivity for internationally-oriented education, one whole class of educators representing a potentially rich resource has been largely neglected and often entirely overlooked -- the school librarian.

For very many school librarians, this is nothing new. The

profession as a whole registered considerable progress materially and in terms of obtaining faculty status and privileges, but that progress has not been matched by an increase in the librarian's educational functions. For various attitudinal, economic, technological, and organizational reasons -- some of them self-inflicted by the profession -- the contribution of school librarians to the learning process has remained, at best, very marginal, and even where it may have been in fact fairly substantial, it has gone unrecognized, and therefore uncultivated.

Yet they represent a vast reservoir of talent and learning, and those among them who have survived intellecually and emotionally the long years on the periphery of the educational process -- so close to them and yet so far -- are eager to join the instructional effort both as a justification of their faculty status and as a professional and intellectual self-fulfillment. In quantitative terms, the reservoir is large -- upwards of 40,000 persons. Qualitatively, it is unknown and largely untested; all one can say is that their educational preparation, their intellectual potential, and their professional motivation could and should be better utilized and developed than through the customary tasks of processing and guarding books, mastering audio-visual equipment and materials, and baby-sitting to provide the teachers' free periods and to ease the pressures on school budgets.

This handbook is thus intended as an aid to school librarians, and as a way to strengthen the international dimensions of pre-collegiate education at the firing line rather than at the chiefs-

of-staff level. The school librarian, in her or his function as an educator, is in a naturally central position with reference to internationally-oriented education. It is true that the chief burden for developing and maintaining the international dimension in the educational process falls on, and is likely to continue falling on, social science faculty. But, at least potentially, that dimension pervades the entire curriculum, however constructed. It is prominent in languages and literature, in economics, in government, but also in the arts, in the sciences, in mathematics, in physical education and sports; and in many extracurricular endeavors and programs. Even when teachers are fully aware of the international dimension of their respective fields and so bring it out, they necessarily do so through the filter and constraints of their discipline; the school librarian, as a generalist in the educational process, sees it in all of them.

The second element making for the school librarian's central position is related to the first yet stands apart. The process of learning about the world beyond one's local or national boundaries and about one's place in that wider world can be chiefly accomplished through second-hand sources rather than through direct, personal experiences -- that is, through media, printed or audio-visual. And this is largely true of both student learning as well as teacher learning. The centrality of school librarians' position in this area cannot be more strongly emphasized and requires no further elaboration: they have the potential of opening the windows on the world ever wider and of keeping them open and clear.

The practical side of this general view lies in the fact that the flow of educational materials is so heavy and of a quality so uneven as to make it if not impossible then at least discouraging for classroom teachers -- often without the tools and skills of evaluation -- to maintain a solid overview of the core of their own disciplines. As to materials providing the international dimension, a dimension often relatively marginal to the disciplinary core or at least perceived as marginal, the problem is even more aggravated, and the school librarian's potential contribution even more visible.

While this handbook seeks to stimulate the school librarian's participation in strenthening the international dimension of the educational process and to suggest some practical approaches, it should be just as useful in the hands of the teachers, of curriculum officers and of administrators with educational ambitions. Just as the librarian may function as an agent of change and initiatively stimulate others toward international perspectives, teachers and administrators can stimulate and encourage their school librarian in the same direction if they are so motivated and when they more clearly recognize the various functions the school librarians can fulfill beyond filing cards and chasing and reshelving books.

The aims of this handbook are at once very modest, and very ambitious. The ambition lies in the handbook's focus on school librarians and is driven by the optimism that this class of educators has not been entirely entrapped by the many constraints imposed on it by the school system with its operational modes

and attitudinal rigidities. They are modest in the sense that the approach proposed is not expected to strengthen dramatically the international dimension of precollegiate education; all it may do is to help in a broad national effort toward that goal, and even then it can do so only if the upper levels of the educational system -- those who conceptualize and rationalize the educational process, the developers of methods, the private and public organizations that support the internationalizing aim -- continue to fulfill the mobilizing, energizing, and legitimizing functions.

WHAT IS INTERNATIONAL EDUCATION?

This handbook's grassroot approach toward strengthening the international dimensions of precollegiate education simply means that we are focusing on daiiy school work -- on the small components of knowledge transmitted by teachers to students and consisting of facts, perceptions, images, and attitudes, of ways of knowing and of modes of critical understanding of human life around the globe. We are not about to offer a new model of an entire curriculum, a comprehensive and well orchestrated effort to expand the students' horizons beyond their national boundaries. On the contrary, we recognize that many school curricula are generally unresponsive to the calls for building an international or global literacy; yet in all of them exist opportunities, every day and in almost any discipline or activity, for injecting international components into the educational process. If this is done consistently and well, a snowballing effect may result. There have been several reports, some of them from the most unlikely regions of the United States, of such small beginnings eventually triggering new interests among the faculty, new concepts among the planners of educational development, and sometimes a fairly spontaneous curriculum overhaul designed to strengthen the international dimension in several disciplines of learning.

In this manner, this handbook responds to what has been identified as "a vast gap between the 'superculture' of research, curriculum development, proposals for drastic change in education, new, exciting, appealing materials, imaginative new approaches

to the study of human behavior, future-oriented technology, etc., and the realities of classrooms and communities in which the vast majority of teachers work and live."*

But the approach "from below" also means that this handbook does not subscribe to any particular philosophy or strategy of international education. Many have been developed, with different degrees of sophistication and realism and with different ultimate intent, some aiming at the expansion of knowledge and understanding of international phenomena, others seeking to prepare the new generation for active "global citizenship" or even to replace nationalism and ethnocentrism with brotherhood of men. Labels proliferate: global education; development education; peace studies; world order studies; intercultural education; future studies; global civics; and a number of others.

Whatever the label, all these endeavors basically reflect the age-old dilemma of harmonizing the universalism of human life with the particularism of human perspectives and loyalties. Writing at the end of the religious wars in Europe and reacting to the devastations that started to subside only with the Peace of Westphalia of 1648, the Moravian theologian and educator John Amos Comenius summed up his case for global education:

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* James M. Becker and Maurice A. East, Global Dimensions in U.S. Education: The Secondary School (New York: Center for War/Peace Studies, 1972), p. 24.

> He gave no bad definition who said that man was a "teachable animal." And indeed it is only by a proper education that he can become a man. . . . The education I propose includes all that is proper for a man, and it is one in which all men who are born into this world should share . . . Our first wish is that all men should be educated to full humanity; not any one individual, nor a few or even many, but all men together and singly, young and old, rich and poor, of high and lowly birth, men and women -- in a word all whose fate it is to be born human beings; so that at last the whole of the human race may become educated, men of all ages, all conditions, both sexes and all nations. Our second wish is that every man should be wholly educated, rightly formed not only in one single matter or in a few or even many but in all things which affect human nature.

And this, a part of his comprehensive visionary design, Comenius proposed to the end that

> no one nation rises against another, and that no man dare to stand up and teach men to fight or to make weapons, and that no swords or spears shall be left that have not been beaten into ploughshares and pruning hooks. (Isaiah, II.4.).*

Yet the dilemma continued to sharpen; Comenius wrote not only at the end of the religious wars but also at the beginning of the nation-state system. Some hundred years later (in 1772) Jean-Jacques Rousseau, responding to a request by a Polish nobleman to prescribe for more intense nationalism, offered a different formula:

> Education ought to give national form to the soul of the people, and guide their opinions and tastes in such a way that they will become patriots through inclination, through passion, through necessity. A

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*John Amos Comenius, 1592-1670: Selections; intro. by Jean Piaget (Paris: UNESCO, 1957), passim.

> child, upon opening his eyes, must see the nation, and to the day of his death must see only that. . . . At twenty years of age, a Pole must not be anything else: he must be only a Pole. . . when he learns to read, he will read only about his native land. When he is ten years old, he should know all the products of his country; at twelve years all the provinces, its roads, its towns, at fifteen he should know its entire history; at sixteen all its laws . . . . Only Poles should be his teachers. . .*

Everywhere, the nationalistic approach has generally survived until today.** Yet there are some major differences. First of all, while predominantly ethnocentric and nationalistic education continues to prevail at the classroom level, it is no longer being defended at the top and rationalized as a desirable goal by those with influence on educational theory and policy. Secondly, the

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* Jean-Jacques Rousseau, Considérations sur le gouvernement de Pologne, in Oeuvres Complètes, v. 5, Paris, 1932. Transl. by Ida May Snyder.

** On the whole, many U.S. schools still largely live up to the educational policy expressed by the City Commissioner of Common Schools in a letter addressed in 1896 to the Mayor of New York: "I consider it the paramount duty of public schools, apart from the educational knowledge to be instilled into our pupils, to form American citizens of them, to take up and gather together all the heterogeneous elements of this cosmopolitan population, and through the crucible of the public school to fuse and weld them into one homogeneous mass, obliterating from the very earliest moment all the distinguishing foreign characteristics and traits, which the beginners may bring with them, as obstructive, warring, and irritating elements." As quoted by Rose L. Hayden, "International Education: What's It All About?", International Studies Notes, v. 4, no. 3 (Fall 1977), p. 20.

accelerating trends toward global interdependence and the resulting recognition of the interconnectedness of things national and global have led to the acceptance of internationally oriented education as a necessity of life rather than abstract philosophical preference, and to a finer, more clearly seen distinction between the cognitive and affective aspects of the educational process. In the United States, at least, internationally oriented education has been legitimized; once legitimized, it awaits implementation in the schools.

Whether the various approaches to international education seek affective aims with the goal of socializing the new generations into a global community, or whether they emphasize the cognitive elements through a cumulative and critical absorption of complex, interrelated data, they all appear to accept some basic desired outcomes:

1. Students should obtain some fundamental knowledge about the world beyond their social horizons, sets of data sorted out and ordered through well-defined concepts.
2. In the process of obtaining such knowledge they should acquire an ability to process information critically as a tool of continued learning beyond the school age.
3. Students should be led to recognize that the quality of human life under conditions of global interdependence and diversity is directly affected by a critical and tolerant understanding of those conditions.

Various theorists and some practitioners of international education have developed much more comprehensive lists of objectives;

the three formulated above represent their common core and, as such, should serve as an adequate guide for initial school-level efforts. In many schools in the United States, international components are conspicuous in the daily instructional process by their absence. The very low levels of international literacy among our young have been amply documented. This actually means that building up from below towards internationally oriented learning is often to start from ground zero; every element, as long as it does not conflict with the basic desired outcomes, is a positive contribution.

WHERE ARE THE INTERNATIONAL DIMENSIONS?

Curricular provisions for internationally oriented learning, be they World Cultures, Non-Western History, or Foreign Areas study, do not automatically ensure that the desirable objectives of such learning are being effectively pursued. As in many other fields, the educational outcome is largely determined by the educator's perspectives and intent.

Yet the obverse is also true. No one has ever constructed a curriculum at any K-12 level that would not provide numerous and wide openings toward learning about the world beyond the national boundaries. In fact, the more chauvinistic the curricular strategy, the more open it is to intrusion from the world outside: there is no effective way of cultivating ethnocentrism and nationalism without contrasting the preferred or allegedly superior attributes of the group or nation with the undesirable or inferior

qualities of others -- one way or another, the "others" must be brought in.

No handbook, of course, can enter the domain of educational intent and prescribe methods of changing educators' attitudes and perspectives beyond outlining minimal preferred objectives. But once these are reasonably accepted, the task of finding opportunities for strengthening internationally oriented learning becomes more manageable. Most subjects in any curriculum are suitable vehicles for expanding students' factual knowledge about the world -- the construction of the informational base without which critical discernment of transnational similarities, differences, continuities and interdependencies is extremely difficult if not impossible. Many subjects offer opportunities for the cultivation of internationally relevant critical faculties. And most are tractable paths towards an understanding, at once critical and tolerant, of the human condition at the global level.

Social studies, broadly conceived to include human and political geography, history, economics, sociology, anthropology, and government, necessarily and traditionally lend themselves to adaptations strengthening the international dimension. It is within this curricular context, especially at the secondary school level, where major inroads have been made to open up the educational process to international components. The utility and richness of social studies disciplines for international education have been adequately explored and assessed in generally accessible

literature.* Unfortunately, social studies have also been used in too many schools as an escape route: a World Cultures course stuck into the 10th or 11th grade level has sometimes served as a "catch-all" basket for everything international and as a pacifier offered to those calling for the strengthening of internationally oriented learning. In the context of this handbook, however, it is immaterial whether the social science curriculum in any particular school has been used in this or some other way, or whether its international dimensions have been brought out at all. The only important point here is that it is full of opportunities for re-directing the students' attention to the "outer" world, and that this redirecting can be accomplished through the study not only of Indian society but also of American government or of early history of the State of New York.

Literature, of course, has unlimited international dimensions. As in the case of social studies, but less frequently, it is used directly as a reflection of the life and thought and environment of societies and individuals distant in space and time and, in fact, beyond effective reach except through literature. Still more rarely, courses in literature have been adapted to a study of global themes, be they the handling of human and social conflict reflected in the writings selected from different cultures or problems of individual and social adaptation to modernization. But whether or not this is

*James M. Becker and Howard D. Mehlinger, eds., International Dimensions in the Social Studies (Washington, D.C.: National Council for the Social Studies, 1968). This volume, published as the 38th Yearbook of the Council, remains the best available resource book in the field.

already being done by one teacher or more systematically and comprehensively through curricular adjustment and integration -- such as linking elements of social studies with literature study -- or even entirely neglected, the potential is again vast and opportunities are begging.

Foreign languages and arts as curricular subjects concentrating on modes of human communication of images, thoughts and feelings are the third area so visibly rich in international dimensions as to make any explanation superfluous. The only useful comment one can make here is to record the general neglect in most schools of the latent potential. We have found very few instances in our sampling of internationally oriented educational modes across the country where, for instance, the teaching of a foreign language has been more than a flat, uninspiring instruction in grammar and vocabulary devoid of any cultural and social content. The teaching of music and fine arts may have a somewhat better international track record, but the neglect of the natural international potential in these subjects by far exceeds its utilization.

Mathematics and the sciences are usually considered outside the orbit of internationally oriented education. It is not, of course, quite apparent why it should be so. After all, more than any other area of human activity and knowledge, the mathematical and natural sicences have transnational roots. That the processes of science are transnational, that the modes of acquiring scientific knowledge are universal, that the sharing and cumulation of scientific concepts and data are flows which do not know political boundaries -- all of this has been recognized as commonplace and

yet so far that recognition has not been fully translated into precollegiate instructional approaches designed to bring out and strengthen the international dimension. We did find individual cases -- practically all of them in biology and environmental sciences -- where the international elements have been systematically pulled out for the students to see; one can assume that a broader sampling would identify still others in areas such as meteorology and physical geography. But still -- and for many reasons that cannot be discussed here -- the potential is dormant in an overwhelming majority of schools public and private.

LIBRARIANS' ROLES IN THE EDUCATIONAL PROCESS

The librarian's place in a school determines the role the school library may play as an agent of change, as an initiator of internationally-oriented approaches or as their supporter. Because the conditions under which American school librarians work differ so widely among the states, districts, and individual schools, it is necessary first to review that variety so as to determine the limits within which school librarians function and which therefore represent both constraints and opportunities for strengthening the international dimension.

There are, first of all, some general characteristics of the school librarians' profession in the United States that must be delineated. One of the most outstanding traits derives from the school librarians' training. In general, their professional preparation comes from schools of library science rather than from schools of education. The educational component of that training

differs widely from state to state depending largely on the certification requirement but, on the whole, usually represents but a supplement to the course of study in a library school. The school librarian is above all trained in the management of materials and only secondarily in educational work with children. This does not necessarily limit the librarian's role and contribution to the educational process -- the learning of all teachers continues beyond the years of formal study. It does have, however, a limiting impact on the perception of the librarian's educational role on the part of teachers, administrators, and often of the school librarians themselves. For the purposes of our discussion here, this has some important practical implications. As our random survey of this aspect confirmed in many schools across the United States, the school librarian only very rarely assumes openly the role of an educational innovator, of an initiator of new approaches, and only rarely is called upon to fulfill a significant, substantive function in the planning of a curriculum. This situation is deeply rooted in the system of precollegiate education and thus unlikely to change overnight; it needs to be taken into account if the design of school librarians' role in the strengthening of the international dimensions should remain within the limits of practical feasibility.

On the positive side, and again as a general characteristic of the profession, school librarians may be specialists in the management of materials, but they are generalists in relation to the substance of the instructional process. Both through formal

training and the subsequent learning through school experience, they accumulate considerable range of knowledge across subjects and often develop an over-all picture of what is happening in the total education process, a picture much clearer and better balanced than that obtainable from the vantage point of a discipline-bound classroom teacher. All of this assumes particular significance in relation to the international components of education. Since American teachers are notoriously lacking in professional preparation for internationally-oriented teaching, and since most of internationally significant knowledge is transmitted through printed or non-printed media rather than through personal experiences, the school librarian is in a potentially pivotal spot. The results of our random survey, carried out through many informal discussions with both classroom teachers and school librarians, indicated that on the whole the international literacy of school librarians is much broader and deeper, their critical abilities in the handling of international topics more fully developed, their tolerant understanding of global discontinuities, interdependencies and diversity more pronounced.

Put together, these two generalizations spell out the message: the role of school librarians in the strengthening of the international dimensions of precollegiate education is potentially very strong as long as one can find the forms and approaches through which to realize the potential given the general status of school librarians in the educational process.

Beyond the general characteristics, diversity prevails. There is hardly any class of professional people whose working experience

spans a broader range than the school librarians'. Let us first discount the schools without libraries, including those with a room filled with donated book rejects where the chaos is occasionally tended to by volunteer mothers or by the pupils themselves. The next, and for our purpose the lowest stage, is characterized by a situation where the professional librarian is assigned to two, three, or even four schools simultaneously giving each a day or a few hours every week and often serving the dual function of a substitute enabling the teacher to get time off the classroom for preparation, and that of straightening the catalog and the shelves. In this setting, there is little the librarian can do for strengthening the international dimension. Depending on individual circumstances and the amount of excess energy, some limited opportunities for such contribution can still be found and exploited; among the approaches proposed further below, some have been tailored to this situation. But even when they are utilized, they will almost always remain isolated from the total instructional process and the likelihood that they may stimulate changes toward international perspectives in other parts of the curriculum is quite remote.

At the other extreme is the librarian in a well established media center, with a reasonable budget and clerical help adequate to the routine library tasks, and with the most important ingredient: with a formal and constructive role in curricular planning or, at least, with ample opportunity to meet with the teachers and to learn about their classroom work, their individual instructional

programs, and their individual propensity for adapting their programs so as to bring out the international dimensions of their subjects. The instances where the librarian is indeed formally included in curriculum planning and review appear to be very rare. For most of those otherwise working under favorable circumstances a view into the teaching process is normally gained through informal contact with the teachers; the faculty lounge is to a librarian a work place as important as the library itself. As our survey of school experiences indicated, it was often through these informal contacts that the librarian found opportunities not only to join in the teaching process by supplementing it with integrated elements carrying the international dimension but also to stimulate teachers toward their own work in the same direction.

While several field-tested practices outlined further below are specifically intended for librarians functioning in favorable situations and in a receptive teaching climate, some important limitations must be noted. In a number of schools with well-equipped media centers and with adequate budgets we have found the librarian immersed in a heavy volume of routine library tasks; a disproportionate amount of time and energy -- sometimes all of it -- went into the management of the physical plant and materials with the educational function severely neglected. It is always difficult to determine the cause. It may lie in the administration's and faculty's perception of the proper role of the school library reflected, occasionally, in lacking provisions for library clerks, leaving the librarian with little choice but to take greater care of books and other materials than of pupils.

But it may also lie in the librarians' tendency, often induced or reinforced by library school training, to be librarians more and educators less. In practice, of course, these two pulls often operate simultaneously with synergic effects. For these reasons, some of the minimalist approaches toward internationally oriented education proposed below and intended for librarians working in unfavorable settings may be adopted, as points of departure, by those with better but unrealized opportunities.

The bulk of school librarians' working experience is between the two extremes outlined above, with many differences stemming from different personalities of the librarians, faculty and administration attitudes, budgetary constraints and opportunities, organization settings in school districts with centralized library services and, of course, from the atmosphere of the wider school community conducive to or inhibiting international orientations. In addition, and pervading all these situations, are the changing emphases in the educational process on what has been labelled the "basics," or vocational perspectives, or any number of other priorities; to the extent that such efforts make claims on the librarian's time, they may reduce the energy available for the strengthening of the international dimensions, or open up new opportunities for infusing them into the teaching process. It is obviously impossible to suggest approaches that would be precisely fitted to each of the endless varieties. From those proposed below and mostly derived from observed practices in many schools, the librarians, the teachers or the administrators must

select items with the greatest promise in terms of their feasibility and positive educational impact, however small it may be initially or even for a longer period.

STRENGTHENING THE INTERNATIONAL DIMENSION

No handbook can cover comprehensively all possible approaches school librarians can utilize in order to strengthen the international dimension of precollegiate education. Those outlined below are only examples; they can be used directly in the proposed form, adapted to diverse circumstances or, in most instances, taken only as illustrative suggestions. Many of them do depend in various ways on the availability of printed and non-printed media; a separate section further below is devoted to the problem of materials.

Several models and instructional units proposed below have been taken out of actual experience of school librarians in a variety of schools in the United States, primarily public schools. They are arranged here according to the difficulty of their preparation and implementation. At the lowest end are approaches that can be utilized by a school librarian operating -- for one reason or another -- under serious constraints and in relative isolation from the school curriculum and from the classroom teachers. At the other end are models of fairly heavily integrated approaches, built directly into the curriculum as its organic components and often requiring not only faculty cooperation but actual teamwork and continuous review and testing.

There is no general scheme ranking the approaches according

to the particular needs and opportunities existing in different school settings.

Many of the models contain, of course, an educational dimension implicit in all teaching but particularly important in internationally oriented teaching: the learning experience of the teacher. Some of the minimal library-centered approaches used in relative isolation from the curriculum and from the classroom necessarily have a limited reach while they inevitably contribute to the learning process of the practicing school librarian, they have practically no direct effect on other faculty. But even then we have found some cases where a school librarian using limited international approaches without any direct connection with the formal curriculum was at least able to tell some classroom teachers about the experience and found receptive and interested ears and minds; while this may have done nothing for the teachers' own learning process, such episodes can and sometimes do sensitize the faculty to the opportunities opened by and through internationally oriented teaching.

Library-Centered Approaches

It is distinctly unhelpful to assume idealized school library situations in which internationally oriented teaching takes place. The realities of school work often place formidable barriers in the way of a school librarian's effort to participate even marginally in an educational effort. Obviously, at least some favorable conditions must exist that would enable a school librarian to launch even a very minimal, isolated and sporadic teaching program

emphasizing international dimensions. At least two such conditions need to be discussed. In schools where both the administration and the faculty use the library and the school librarian's time for the dual purpose of students' borrowing and returning books and, at the same time, as a badly needed free period for a teacher whose entire class is moved to the library, probably nothing at all can be done: in such situations, the school librarian's active educational function has been effectively eliminated. Similar outcome results where a prevailing school practice has led students -- mostly at secondary levels -- to view a library class period solely as a study hall for doing the homework. The only instances we have found where the school librarian -- in two cases even the "nomadic" school librarian covering two or three schools -- could perform a direct educational function had some basic minimal characteristics. First, the class library period was not used for borrowing books nor for doing homework; secondly, the librarian had some, even if indirect, grading power. Some librarians reported that very little was needed in this respect: one of the classroom teachers (social studies teacher in one case, English teacher in another) agreed to accept from the librarian a brief report on the pupils' performance in the library and, subsequently, briefly commented on both best and worst performances. This problem, of course, is much less critical or non-existent in elementary grades where the library hour is often used for simple projects or as a story-telling time and where the main factor ensuring attention is the child's natural curiosity and interest.

Some minimal approaches to internationally oriented education were reported by school librarians at several schools and at most grade levels. In all instances, the school library practice provided for entire classes being sent to the library for at least one and sometimes two periods at fairly regular intervals -- once a week or even more often.

In elementary grades, the least systematic and structured but also the easiest and therefore most frequently reported ways of bringing in the outside world were story-telling and small children-made projects. In a number of cases, librarians reported the use of multiple media for the so-called "extended" story-telling. In one instance, the librarian used pictorial maps of Africa, a set of slides showing different types of sub-Saharan landscape, villages and towns, an older color film "African Cousins" (1957) emphasizing similarities in the way people play and work -- all of this as a backdrop to the reading of stories and folktales from Africa to classes in grades four to six.

While the variety of topics is great, there are some practical limits faced by most librarians, especially the problem of the "extension" materials such as films and slides. Films in particular are expensive and even their rental may be prohibitive for the budgets of many libraries; in addition, not too many librarians are in the position to order freely materials for their own, library-centered activity. In the instance reported above, the librarian first came upon the older short film in a nearby public library when it was about to be discarded; the rest followed from

that beginning. Similar "invisible" resources and opportunities seem to exist in many communities.

A suggestive example of internationally oriented, library-centered activity was found in an elementary school in New York. Using the library periods of two second grade classes, the school librarian led the children in the preparation of a scrap-book on "Worlds Toys and Games." Using a variety of materials -- pictures in books and magazines, stories about children in foreign lands and in 18th-and 19th-century United States -- the children were slowly putting the volume together, filled with pasted clippings, their own drawings of toys described in stories or copied from books, occasional prints from slides. To the second-graders, the final message -- the similarity of many toys and games across countries and continents -- was rather clear. But the class was particularly impressed by finding that many of the toys with which children in America played in the 18th and 19th centuries so closely resembled toys from Latin America and from Africa.

From this initial project the librarian moved to other topics at different elementary grades. When we visited the school library, a specially reserved shelf carried fourteen finished scrap-books, in hard binders, all properly catalogued and bearing the names of the "authors," and with titles such as: "Homes of Olympic Gold Medal Winners"; "Foreign Places Our Parents Visited: What They Saw"; "Refugee Children in Foreign Camps"; "Hiroshima Today"; and "The Home-Ports of Ships in Port Elizabeth." Next to the volumes was a box of catalog cards listing books, maps and items in the picture file which were added to the permanent library

collection as source materials for the projects. The real product, of course, was not visible in the scrap-books: the learning process that surrounded their preparation. Still within the confines of the school library, without any direct link to the curriculum, and done on the initiative of the school librarian, were the following two projects which may serve as models in a number of school situations. They are being included here for their flexibility in terms of both their scope and their level of difficulty.

Project 1 Students' personal links to other countries

This project was reported by a school librarian in Ohio. She was servicing rather small library collections in two elementary schools in a suburban school district, spending two days weekly in one school and three days in the other. Because of some centralized library services at the school district level and relatively well-functioning system of volunteer mothers, the librarian had some, however limited, room in her schedule for preparatory work on the project. The unit was used with six classes in three different grades, duplicated in each school. For each class, the project extended over some six library periods (six weeks), not strictly consecutive in each case. (The class populations were between 17 and 24 children.)

During a library period prior to the beginning of the units, the children were asked to talk to their parents and to find out whether one or both of the parents, the grandparents, or their other ancestors came to the United States from abroad. Where

there was no direct link to immigration, the children were to find out about relatives who may have lived abroad for longer periods of time, or served overseas in the armed forces, or had some other strong contacts with foreign lands.

In the next library period, as the first step in the project, the librarian prepared a list on the basis of childrens' reports pairing each pupil with a foreign country. On the wall map of the world, colored stickers (each class had a different color) with childrens' names were placed in the appropriate areas. The first and second periods were spent on the geographical aspects. More detailed country maps -- most of them pulled from older issues of The National Geographic -- were used whenever children had more detailed information about their ancestors' home towns, or simply to find out about mountain ranges, rivers, or other geographical features. (From the librarian's report: "Tommy was very proud about the Alps in 'his' Switzerland, especially since Mike's country (The Netherlands) was so flat, but Mike in turn was consoled by information about Dutch ingenuity and daring in taking land from the ocean and making the country to grow.") The sophistication in culling and comparing the geographical data differed among the three grade levels. Maps showing airline connections were used to find out how the children would have to go to visit "their" lands, or how they could go by trains if they were to meet one another during their trips abroad. Both the accumulation of geographical information as well as the development of map reading skills were the initial objectives.

In the subsequent periods, approaches differed more widely among the different grade levels. In general, they spanned various aspects of the foreign areas. Children were looking through library materials for stories from "their" countries (some materials were brought in on loan from the local public library and community college); they were finding out what was happening in "their" countries at the time their relatives lived there, and what they would have to do and know if they themselves were to live there for a time -- language, local customs, different rules of behavior.

In one reported instance, this library approach was adopted by a social studies teacher at a secondary level as a unit in an intermediate World Cultures course. A new dimension was added: at the end of the series the students were asked to identify what they considered to be the "negative" aspects of "their" lands and societies -- an opener for a discussion illuminating the relativity of such terms as negative and positive with reference to other societies, their conditions and their lifestyles.

Project 2 - Around the Globe

This project was described by a school librarian in a public school in southern California as a higher level adaptation of a 4-6 grade classroom model suggested in one of the publications of the Center for Global Perspectives.* That original model was

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* Intercom, #84/85, Nov. 1976, pp. 48-51.

based on the story of Nellie Bly and her 1935 trip around the world in 72 days, itself somewhat patterned on Verne's Around the World in Eighty Days. In the modified version for an intermediate grade, the school librarian reduced the story element and established some rules for the trip around the globe. The adaptation referred less to changes in transportation technology and emphasized more the human and social elements. The imaginary traveller was to go around the world using land rather than sea transportation as much as possible. The second rule was that in each region the traveller had to use a mode of transportation most often used by the local people. One of the requirements was that the students had to determine approximate cost of such transportation in relation to the average income of the local populations.

The project extended over library periods from September through February. It required fairly extensive preparation of materials -- maps, travel guides, sets of slides, several volumes of The National Geographic, travel sections of The New York Times, collection of volumes dealing with life and conditions in a number of selected countries. Current issues of Los Angeles Times and The New York Times were used to learn about conditions and events in the various countries at the time the imaginary traveller was passing through them. The school librarian reported that the considerable investment of time put into the preparation of the project was more than offset by the fact that the project could be repeated over the years and that it was adjustable not only to shorter international "excursions" but also to varying levels of difficulty.

[The above examples of school library approaches to internationally oriented instruction have been selected from a wider repertory of practice because of their broader applicability in different school situations. Information regarding other methods and designs with highly specific features and therefore applicable only in comparable settings can be obtained by interested librarians and other educators by writing to International Educational Services at the address shown at the end of this handbook. To ensure appropriate matching of a model to specific conditions, the letter of request should briefly outline the school library operational mode (open library; library class periods and their regularity and frequency; study halls; etc.), general description of library resources with international content, indication of access to other similar resources outside the school and of the level of funds available for the library project and, of course, information on grade or age groups involved.]

The second library-centered approach, resting either on the school librarian's initiative or on the initiative of classroom teachers seeking library's aid, is more closely tied to the curriculum. It involves preparation and instructional use of units illuminating international aspects of curricular subjects or themes concurrently with their classroom coverage.

Most librarians using this approach on their own initiative, and without direct involvement of the classroom teacher, report that a major obstacle is the difficulty the librarian experiences when trying to find out well ahead of time and in sufficient detail

how the teacher is planning to implement the instructional program. In some schools, it appears, not only the week-by-week but even the month-by-month instructional plan is shrouded in considerable mystery; only when there is a central textbook routinely used by the teacher as the substantive core of the course does this problem become more manageable.

School librarians who normally participate in curriculum planning and review have not found curriculum meetings very helpful; these discussions usually proceed at a fairly general level and only rarely do they reveal classroom planning with adequate specificity. Nor did we find that librarians had too much success when they resorted to direct, formal requests through letters and questionnaires, addressed to classroom teachers in order to learn what was being planned for the classrooms for the next two or three months. The only two reported instances in which this method did work were those where the requests went to the teachers from the principal and over his or her signature, and where the teachers' responses were to go back to the principal.

In practically all other cases the school librarians agreed that the only reasonably effective way of getting the necessary information was through informal contact with the teachers, and that no neatly typed memoranda on the library's letterhead produced quite the same results as a friendly talk over coffee in the faculty lounge or over lunch.

In terms of instructional substance, reports on the co-curricular library-centered activity aimed at the international dimensions

show an extremely wide variety of topics tied to many instructional subjects and disciplines; the only limits -- apart from the perennial problems of available time and materials -- are the limits of inventiveness and imagination. Listed below are several examples of co-curricular, library-centered, internationally oriented topical units; they have been selected not only for their replicability and adaptability in many different school situations, but also because they can stimulate other efforts in the same educational direction. The fact that all of those recited here happened to be used in intermediate and higher grades need not preclude their suitability for elementary levels.

Unit 1: [social studies - history of the Commonwealth of Pennsylvania - seventh grade.] The classroom teacher had about three months to cover the topic with the aid of a text concentrating on the founding and growth of Pennsylvania cities and towns, and on the development of industries, farming, trade, and the governmental system at both the county and state levels. With the teacher's knowledge, the school librarian put together a collection of books, old newspapers, some documents and several maps -- partly obtained on loan from the local public library, a college library and a historical society -- concentrating solely on one locality (Bethlehem, Pa.) and one group of early settlers (Moravian church). While the classroom and textbook coverage touched upon, however lightly, the early Moravian settlements in Pennsylvania, the library unit stressed the origins of the immigrants -- the European localities from which they came, the social, political,

and economic conditions in the immigrants' homes, their movements through Europe on their way to the New World. During library periods, the seventh-graders used the collection as a source for preparing a library display on "Moravians: Where They Came From and Why."

Unit 2: [Same topic and grade as above.]

Next year, while utilizing the collection on Moravian settlers' origins, the same school librarian prepared a different unit on more contemporary international aspects of the course. Using some of the elements originally devised for the "Columbus in the World-The World in Columbus" project,* the librarian put together a collection of materials from school resources and others obtained largely without cost from local (Bethlehem-Allentown) firms, institutions, and organizations, depicting some of the numerous ways in which the growth of the local region has been linked with the world beyond the national boundaries. Again the preparation of a fairly large wall and shelf display, employing maps and simple graphs and pictures, was used to engage students in active participation.

Unit 3: [Music - eighth grade.]

The music teacher's curriculum included listening to selected segments of recordings from major compositions and three class trips, over a half-a-year, to opera performances. In this instance, the school librarian linked together the music curriculum with

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* In a special Feature Section of Global Perspectives (Newsletter of Global Perspectives in Education, Inc., Oct. 1979 issue), Chadwick F. Alger, the developer of the "Columbis in the World" project, discusses the purposes and the uses of this approach under the title "Your Community in the World-The World in Your Community." The brief item contains references to various aides for similarly oriented school activities.

its international dimension by utilizing the only instructional avenue open to her: library-centered periods intended to teach "research skills and use of reference materials." During the library periods, the students were given specific questions regarding the countries, cities, and conditions in which the composers covered in the music class lived and worked; the sources used were encyclopaedias, periodical and book indexes, biographies and maps. The school librarian reported that her work was greatly facilitated by the fact that "library skills" was a graded activity. However, in her account of the same subject approach, another school librarian without grading power reported good results with the use of student-made table-and-wall displays on various aspects of life and work of foreign composers.

Unit 4: [Health education - eighth grade.]

The reporting school librarian developed an internationally-oriented unit paralleling and supplementing the phases of a health education course in which the teacher dealt with American health habits and with general development and organization of health care in the United States. The instructional modes were regularly scheduled library periods with no arrangements for grading but the health education teacher assisted the librarian in preparing specific comparative questions and lending his authority to the project. On the basis of pre-assembled material -- books, reports obtained from U.N. publication service (UNIPUB), pictures and texts

issued by various organizations -- the pupils were culling data on health and disease problems in Africa. The librarian reported that over three annual repetitions the collection of materials grew in volume and sophistication to a point where it was borrowed and used by both librarians and social science teachers in senior high school world cultures courses. It appeared to illustrate effectively issues of interdependence, links between values and levels of economic development, tensions between cultural and social habits and scientific knowledge, as well as many other major concepts central to international education. At the intermediate level, of course, the unit contributed primarily to the building up of an informational base for global literacy.

Unit 5: [Biology and Environmental Science - ninth grade.]

Complementing biology-class elements focused on the impact of man on the natural environment and on both the vulnerability and adaptability of that environment, the school librarian prepared two separate collections of material: one dealing with U.S. policy and rules of environmental protection, the other consisting chiefly of materials prepared in conjunction with the 1972 U.N.Conference on the Global Environment. (Most items in both collections were free - the U.S. materials were obtained by calling the local office of the member of the House of Representatives representing the district, the second from a near-by university serving as a regional depository of U.N. documents.) The instructional mode was described by the librarian as "rather unsatisfactory." Since this was an "open library"

system without any scheduled library class periods, the unit could -- and did -- function only with the cooperation of the classroom teacher. For some of their assignments, the students were given a choice of either classroom or library-based topics. In the first year, the unit served well; more than three-fourth of the biology class selected the international, library-based aspect, and the biology teacher himself incorporated some of the material into his classroom program. In the second year a new biology teacher took over the ninth grade and initially agreed to adopt the same pattern of work. But when almost all the students opted for the internationally-oriented topics for the first assignment, the cooperation came to an end. Most school librarians undoubtedly understand the problem. It is mentioned here simply to re-emphasize the earlier comments on good public relations between the librarian and the rest of the faculty, a regrettable perhaps but continuing necessity. This, of course, does not detract from the substantive merits of this unit.

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The outlines of the next two units require a brief preface. While all internationally oriented, library-centered projects paralleling and supplementing the classroom curriculum benefit from librarian-teacher cooperation, such cooperation becomes more and more imperative as one moves into the higher grades. The main reason is in the general teachers' and students' perception of the school library function which is also reflected in the administrative division of the entire school work. For students in

grades ten to twelve, the school library is in most cases a place to rest and read magazines, or to catch up with homework. The librarian is a person to make the former as pleasant as possible, or to help with the latter; the instructional process ends at the library's entrance. Only in the very few known instances where the school librarian is clearly cast in a teaching role, with scheduled classes and grading power, library-centered international education can be really conducted by the librarian as an independent instructional process.

Most of our reports on library-centered projects reflect this general observation; all the successful experiences were obtained in library work with elementary and intermediate grades. The two units outlined below and used with senior high school classes have been selected for inclusion because of their relative adaptability for lower grades. However, in their original form, both of them were heavily dependent on the cooperation with subject teachers and represent transitional rather than library-centered modes of instruction.

Unit 6: [Physics - grade eleven, honors class.] The report indicates that the school librarian proposed this unit at a curriculum meeting; the physics teacher accepted it enthusiastically and, in its second offering in the subsequent year, the project was also joined by a twelve-grade social science teacher inclined to use American government course in a comparative framework. The school librarian herself used the unit for library class periods intended for "research skills." Over two months of preparatory period,

the librarian assembled a collection of materials, mostly books and journals, dealing with the history of nuclear physics. The students in the physics honors course were charged with preparing reports on physicists from several countries contributing through a fairly free exchange of scientific information to the "splitting of the atom"; their reports then followed the gradual "nationalization" of nuclear science in the immediate pre-WW II period and the complete end of its transnational character during that war and in the post-war period. Some student reports concentrated on the renewed "transnationalization" of theoretical work in nuclear physics in the post-war period, especially in institutions such as C.E.R.N., and on the continued governmental restrictions over the application of nuclear science. Concepts and issues reflecting various social and political forces in the contemporary world -- such as internationalism of science, scientific knowledge and political power, functions of international organizations and transnational scientific groups, etc. -- were illuminated and used by the physics teacher as avenues towards better understanding of the scientific process and, in the second year, also by the social science teacher to compare the similarities and differences in the ways various governmental systems regulate scientific knowledge. (With some imagination and effort, this unit may be adaptable to various scientific disciplines -- the fundamental internationalism of scientific work opens widely the opportunities for curriculum-related, internationally oriented projects anchored in school library materials and special collections.)

Unit 7: [Economics - twelfth grade.] Used in a different school, this unit's set-up closely resembled that of Unit 6; again, the economics teacher collaborated with the librarian by endorsing the initiative and giving the students assignments based on the library unit. The course itself was heavily centered on the economic system and process of the United States. The library unit opened up an international dimension by focusing on the "green revolution" -- the development and the widespread use in Asia, Africa and the Pacific region of high-yielding varieties of wheat, rice and maize. The unit consisted of filmstrips dealing directly with the "green revolution" and with the global aspects of food and population; of books and selected articles assembled by the librarian; and of special reports obtained without cost from a number of institutions -- the federal government, the UN Development Program and the Food and Agriculture Organization, as well as the Rockefeller and Ford Foundations. The concepts and issues on which the students were asked to concentrate were international grain trade; dramatic changes in the decreased dependence by less developed countries on food imports and increased dependence on industrial imports necessary for the cultivation of the new seeds; the role of multinational corporations; problems of technology transfer; relations between food production and population; and a number of socio-economic issues related to the question of development and modernization. In this case, the librarian was able to assume direct instructional role on the basis of full

acquaintance with the substance of the material partly gained by auditing a college-level course covering the topic. An effort to use the unit in other high schools in neighboring school districts was reported only marginally successful; both institutional rigidities and a lack of interest on the part of some economics teachers were the main obstacles.

Library-Produced Teaching Materials

The library-centered approaches outlined in the sections above have one common characteristic: they are aimed at the learning process of the students and, inevitably, contribute to the librarian's knowledge of international relations and global issues, but they do very little, if anything, for the development of classroom teachers' understanding of, and sensitivity for, the international dimensions of their disciplines. The approaches discussed below do not have that limitation: through active involvement of teachers, they provide for their own learning experience.

To place this category of approaches into a practical framework, some observations are needed regarding the relative levels of internationally-oriented training of school librarians and of classroom teachers. The most significant among them is this: the professional preparation for the teaching about international issues and developments is about the same for school librarians and subject teachers -- practically none. Several hundred of our informal, random interviews with school personnel have only confirmed the various well known assessments indicating that only a miniscule fraction of all U.S. teachers had any systematic exposure

to internationally oriented subjects; and that in a majority of these instances it consisted of no more than a general, college-level survey course in international relations. Teachers whose professional training in schools of education included the study of internationally oriented subjects and of related educational problems and methods are extremely rare. The almost total absence of such elements in the professional training of school librarians places both categories of educators at about the same level of initial competence.

While this balance remains fairly constant, some changes do occur through the process of librarians' and teachers' professional development beyond their formal training. Among the classroom teachers, those in social studies and literature, more than others, often build up considerable "international" competence because their disciplines inherently encompass international dimensions. But, with the exception of teachers in "world cultures" type of courses or in integrated foreign language/literature courses, this further development of internationally oriented competence largely depends on the individual educator's inclination and sensitivity to such dimensions of their subjects.

In their role of educators, the school librarians are in a somewhat different position. In terms of curricular substance, they are generalists. As long as their function is not reduced -- by choice or by necessity -- to technical and clerical work on catalogs, shelflists, invoices and overdue slips, their own learning process continues across the curriculum. Through their access to materials, especially where they exercise some control over selection

and ordering of printed and non-print media, the school librarians are in a position to continue developing their own internationally oriented competence that can easily match and often exceed the subject teachers' capabilities.

In these circumstances, the school librarian is in a position not only to inject the international element into the students' learning by exposing them directly to facts and concepts of international character, but to do it indirectly through the teacher whose own learning process is then also affected. This is, of course, entirely in line with one of the accepted roles of the school librarian: to function as a funnel and filter through which the mass of information and knowledge cumulating in the world beyond the school walls is sorted out, processed, and channeled into the educational process.

So much for the school librarian's substantive and functional competence, a considerable potential awaiting wider realization. The next set of observations is of a more practical nature.

Given the facts of teachers' school life -- classroom schedules and pressures, insufficient free and preparation periods, discipline problems, mounting administrative chores and, last but not least, often low levels of material and psychological rewards -- even those teachers who have already become sensitive to internnational perspectives and interested in developing them in their students, need considerable help.

There is, indeed, an abundance of materials and tools, many of them excellent. One problem is precisely the abundance. The second problem is that far too many of these materials, often in

the form of teaching packages, extended units, guides for "enrichment" exercises and activities, are far too general, whatever their intrinsic quality, and not easily adaptable to the unique settings of individual classrooms, the curriculum, and teachers' needs and preferences. In our random survey of teachers' needs for internationally oriented instruction, by far the largest group -- almost one-half of interviewed teachers -- put their priority on flexible, curriculum-compatible, brief teaching units. Much smaller numbers (well under ten percent) placed their priority on things such as teacher's guides and guides to classroom materials.* The message which all such data spell out is that in addition to their substantive and functional competence, the school librarians also have a potentially wide opportunity to serve a real need.

The prerequisites of success are the same as in other instances calling for the librarian's input into the teaching process: reasonable amount of time in the librarian's schedule coupled with some funds in the budget, more than reasonable amounts

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* These general findings largely correspond to the results of more precise surveys in other educational areas. For instance, a group of Ohio researchers assessing elementary teachers' needs for "citizenship education" reported that 25% (N=778) placed their highest priority on flexible, brief teaching units and 21% on a similar category of "classroom exercise," while only 6% and 4% saw their priority need in teaching guides and guides to materials, respectively. Data quoted from original source in the Quarterly Report (The Ohio State University, Mershon Center), v. 2, n. 2 (winter 1977), p. 5.

of imagination and of sensitivity for educational work, good understanding of curricular detail in various subjects, and at least one teacher both receptive to new approaches and willing to accept help. As to the last item, the librarian who is living with the school rather than just working among the shelves is certainly in a better position than a distant, anonymous producer of teaching units to identify the classroom situations which offer the best entry points for internationally oriented inputs and to tailor the supporting material to the teacher's individual style, interest, and other characteristics.

The very few instances we have found of library-produced teaching materials which were actually used in the classroom suggest two different modes of preparation of the teaching units, and two different modes of delivery.

As to preparation, some librarians relied primarily on their own resources and ideas in pulling the units together. The more often mentioned and, possibly, also a more efficient way was the adaptation of teaching units and models available on the market, sometimes by expanding or reducing them, sometimes by scaling them down or up to different grade-levels.

The delivery was only rarely arranged so that the librarian substituted for the subject teacher in the classroom. Although some teachers may not only allow but welcome such substitution, an important dimension -- the teacher's own learning experience -- is lost in the process or at least is severely diluted and weakened even if the teacher remains in the classroom while the librarian takes over and works with the students. The more often favored

and also the more productive mode is the more traditional one where the teacher simply integrates the library-prepared unit into his or her regular classroom schedule.

It is, of course, beyond the capacity of this -- and of any other -- handbook to list all possible teaching units with international dimensions that can be produced in a school library for classroom use. The topical variety is endless; as the preceding section on library-centered approaches indicated, there is hardly a curricular area at any grade level in which the international dimension is not potentially present. Furthermore, the international dimension also pervades other topical concerns which often cut across or are grafted on the traditional curriculum and are addressed by teachers interested in them -- topical concerns such as the environment, technological change, energy, population growth, multicultural relations, human rights, citizenship and political literacy, and many others.

It does appear, however, that there are some preferred forms of library-produced teaching units that can be employed as soon as the curricular fit is determined and the teacher's receptivity ensured. A typical teaching package, whether originally produced by the librarian or adapted from outside materials, would include the following items.

(1) From topical source books or articles, pertinent paragraphs would be photocopied to give the teacher sufficient material to introduce the subject to students.

(2) Depending on the subject, the introductory texts may

already be supplemented by overhead transparencies produced by the librarian by photocopying drawings, lists, maps, or graphs directly from books and other sources on suitable acetate film, or drawn on transparencies. These are sometimes supplied with professionally produced teaching units and can be adjusted in a variety of ways -- either by copying them, or by adding onto them additional data, text, or symbols.

(3) Where suitable, the introductory part may also be supplemented by one or two handouts, possibly in the form of questions calling either for students' opinions, factual judgments or straight information, and prepared in a form permitting quick and easy tabulation or summation. For many subjects, handout quizzes are often difficult to make up; adaptation from outside materials may be the best solution.

(4) The core of the lesson would again consist of photocopied extracts from printed materials to guide the teacher in the presentation and discussion. Visual material, transparencies, slides, filmstrips and films, or prints and maps, would be selected so as to correspond as closely as possible with the text.

(5) Handouts clearly related to the main points of the core lesson -- either with data in the form of tables, graphs, or lists, or in the form of quizzes -- can again be usefully introduced as a tool of more participatory learning.

(6) The unit is accompanied by two collections of material. One consists of source materials from which the textual excerpts have been taken plus other background material, and is supplied to the classroom teacher for her or his use and, possibly, for further adaptations of the unit. The second collection of closely related materials is assembled and kept in the library for students' use if the teacher assigns homework based on the unit. The teacher is provided with a list of such materials.

The methods of preparing a teaching unit depend so much on individual conditions in the school such as budgets, audio-visual equipment in the library and in the classrooms, photocopying facilities, the librarian's and the teachers' schedules, their personal relationship, and the administration policies, that no useful purpose can be served by outlining a model approach. Ideally, of course, the preparation of a teaching unit should be a joint enterprise between the librarian and the teacher; but ideal conditions such as these are precisely those rarely if ever available.

From a more technical point of view, the main and first step a librarian interested in preparing classroom teaching units can take -- and it is usually only the librarian who can do so -- is to obtain for the library a broad collection of classroom materials with international orientation. A list below provides the addresses of institutions which produce and supply such materials, sometimes at a minimal cost or even for free. An initial letter of inquiry requesting lists and descriptions of classroom materials

would produce a basic inventory, followed by a more selective ordering. The broader and the more varied the collection of sources, the greater is the likelihood that it will contain ideas, models, and prescriptions fitting the specific opportunities in a given school.

The following outlines of library-prepared teaching units have been extracted from our relatively limited repertory of actual field experience with this type of approach.

Teaching unit 1. (Inserted in a ninth-grade course on the history of California.)

The school librarian proposed to the social studies teacher a two- to three-period teaching unit on population expansion and population shifts that would provide a broader, comparative and international perspective on California's population growth. As reported by the librarian, the idea and some of the materials were derived from several sources, but the initial stimulus came from a mimeographed handbook* containing a description of classroom activities focused on population issues.

The introductory part of the package consisted of basic data on global population trends and xeroxed paragraphs extracted from texts on population problems. It was accompanied by library-prepared transparencies on population distribution and growth in various major regions of the world and distinguishing between developed and developing areas; these were adapted from the Victor

* David Victor and Richard Kraft, Global Perspectives Handbook. Bloomington, Ind.: Mid-America Program, 1977.

and Kraft Handbook. The third type of material in the introductory section were two student handouts, one summarizing some of the information contained in the textual and transparency parts, the other in the form of a quiz in which students responded to questions calling for comparisons of population trends in various regions and for judgments on the effects population changes in one region may have on other regions.

The second part of the package concentrated on the population issues in Latin America. Again it contained a textual section consisting of several xeroxed paragraphs to be used as a basic source of the teacher's initial presentation. These excerpts included some on the problem of urbanization in developing countries obtained from a brief article* dealing with the issue. On the basis of tables accompanying the article and of other data from sources unspecified in our report the librarian prepared two more transparencies for the teacher's use. The final section of the second part was a two-part, professionally prepared filmstrip,** together with its accompanying discussion guide.

By centering on Mexico, the third part of the package reconnected the global population issue with the course's focus on California's historical growth. The teacher's textual unit contained a variety of excerpts on Mexican population trends,

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* Rashmi Mayur, "Third World Crisis," The Futurist, August 1975.

** Gaeton F. Stella, The People Problem: Population and Urban Expansion in Latin America. Current Affairs Films, 1977.

industrialization and urbanization, standard of living, and the effects on Mexicans of the closeness and accessibility of the United States. In addition to transparencies accompanying the text* the handouts for students included paragraphs -- selected from American newspapers, from Mexican newspapers (in translation), and from U.S. congressional documents -- dealing with the contemporary problem of Mexican migration to the north. A special handout in the form of a quiz brought together the entire package by calling for students' informed judgments on global population trends and on the aspects of interdependence reflected in the impact on all countries of population expansion and shifts in some of them.

Teaching Unit 2. (Inserted in an eleventh-grade course in economics.)

Although our report on this teaching unit lacks any detail on specific elements included in the package, some of its characteristics make it a useful model. The unit, focused on world food supply, differs from the preceding one by the librarian's almost complete reliance on, and imaginative adaptation from, a case study on the global food problem prepared as a part of a model curriculum on global development.**

As reported to us, the two-dollar, hundred-page mimeographed booklet was handed to the librarian by the economics teacher with the comment that it would be nice to have a full course on global development in which such a case study could be included but,

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* The librarian's report mentions a transparency providing a table with the statistics of Mexican migration to the U.S. and four other transparencies of unspecified content.

** J. Carlisle Spivey, World Food Supply: A Global Development Studies Case Study (Madison, N.J.: Global Development Studies Institute, 1976).

unfortunately, it could not be done. The school librarian proceeded from there. She first selected those sections of the case study with particular economic significance. From these sections, she extracted textual segments for the teacher. Next, she used several volumes and periodicals cited in the relatively rich and certainly adequate footnotes accompanying the text, and out of them obtained materials for student handouts and for teacher transparencies.

The unit was used in sections over four periods. Following bibliographic guidance provided in the case study, the librarian prepared two collections of books and documents, a select one for the teacher's use, a broader one placed directly in the classroom on extended loan from the library and serving as students' source material in connection with their homework. As reported, the teacher's request to keep the package and accompanying collections for next year's class gave the librarian an opportunity to order and build into the package additional materials by following the leads and suggestions provided by the case study.

Teaching Unit 3. (Used in two high schools with some centralized library service in a health education and a social science course at tenth-grade level.)

This teaching unit was developed by a senior high school assistant librarian by converting a lower-level, library-centered unit (reported on above at p.) into a classroom teaching package. Typically, the three-period unit consisted of teacher's material, charts and transparencies, collection of slides prepared by an audio-visual assistant by photographing pictorial and other

material from books and documents, student handouts with basic data and with fundamental information on international health organizations and their activities, and two quizzes prepared and added to the unit by the social science teacher for his own purposes. This was an entirely "home-made" unit dealing with patterns, causes, and effects of tropical diseases in less developing countries and with international efforts to control them. The source materials were obtained by the librarian initiating the project from the World Health Organization, the Rockefeller and Ford Foundations, the International Bank for Reconstruction and Development, and from the University of California Medical Center in San Francisco. The librarian reported that the entire effort put into assembling the materials consisted of sending out some five initial letters with the request and several more to other sources suggested by the first respondents; most of the materials were obtained without cost and the only expenditures were in the preparation of the slides and other processing.

Library Involvement in International Education

The previous two sections on "Library-Centered Approaches" and "Library-Produced Teaching Materials" discussed some ways in which the school librarian may assume initiatives as an agent of change leading to strengthened international education. There are, of course, several other roles in which the school library could play a crucial although not necessarily an initiative function.

At the lowest, routine end of the spectrum of possible library involvement is the development and maintenance of appropriate

materials in the library capable of both curricular support and extra-curricular interests. This requires no further elaboration except for the observation that, at least on the basis of our random visits to several dozens of school libraries across the country, in too many of them the international component is rather sparsely represented. Where more materials with international orientation were found on the shelves, on magazine racks, and in A-V collections, they were often fairly haphazard mixtures with a lot of obsolescent materials. In practically all of the schools visited, this weakness was even greater in special faculty collections that some librarians maintain in the separate corner of the school library or directly in faculty lounge. The section below on "Readings, Ideas, and Materials" contains reference to a variety of sources that can provide guidance in building up more adequate material base for internationally oriented instruction.

The opposite end of the spectrum of library involvement in international education is a fully integrated support function served by the librarian in those schools where the teachers themselves have launched internationally oriented projects or, more rarely, where a fairly comprehensive overhaul of the entire curriculum has been undertaken to strengthen the international dimension. Experience does suggest that even in such favorable circumstances much depends on the school librarian's initiative and imagination. Too often, it seems, the librarian's passivity or institutional constraints placed on the library's role result in a minimal and largely technical involvement: instead of utilizing the school

librarian's skills in reviewing, evaluating, and pre-selecting teaching materials, the school library's office ends up processing book and magazine orders for items whose selection and evaluation may have been less than adequate. Some schools have even hired special "resource persons" charged with reviewing and selecting materials; while this may improve quality of the material used, it also still further re-delegates the librarian to tasks far removed from the educational process and contributes to a waste of talent, capability and, of course, funds.

The specific types of the school librarian's involvement in faculty-initiated efforts towards international education have been discussed elsewhere* in the broader context of international dimensions of precollegiate education.

READINGS, IDEAS, AND MATERIALS

This section suggests several entry points into the vast and growing field of literature, guides, teaching projects, aids, and materials that can serve in the strengthening of the international dimensions of precollegiate education. It is not a comprehensive bibliography in any sense; the sheer size of any such undertaking would destroy its purpose in a handbook with a limited objective. For those who would like a more extensive overview of what is available, some bibliographic aids are listed and annota-

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* Z. Slouka and O. Slouka, International Dimensions in American Education: Evaluative Criteria for Precollegiate Programs (Summary report for U.S. Dept. of Education - Division of International Education, Fall 1979).

tions indicate the presence of bibliographic references in the titles included.

About International Education: Selected Readings

The texts listed below have been selected to help elementary and secondary school educators, librarians and teachers alike, to expand their understanding of what international education means, what are its imperatives and goals, and how varied are the concepts underlying it. The titles span a period of about twelve years; individual items differ widely, from brief articles to full-sized books. The size and age, however, do not prejudice the quality.

James M. Becker and Howard D. Mehlinger, eds., International Dimensions in the Social Studies. Wash., D.C.: National Council for the Social Studies (NEA), 1968. 343 pp.

> Issued as 38th NCSS Yearbook, this volume was issued as a collection of studies on the general setting of international education, on concepts and perspectives guiding it, on some approaches to it, and on resources and programs. Except for some of the studies and reports on international education programs, which have become somewhat outdated because of many recent developments, the volume continues to be a valuable reading.

Robert L. Schell et al., Curricular Dimensions of Global Education. A joint publication of Pennsylvania Department of Education and Research for Better Schools, Inc., 1979. Mimeographed; 236 pp. [Av. from RBS, 444 North Third Street, Philadelphia, PA 19123]

> Provides a multidisciplinary panorama of approaches to international education in the form of a collection of papers by authors with specific fields of interest, ranging from "The Arts: A Worldwide Language" to "Mathematics: A Vehicle for Increasing Global Awareness." The treatment is primarily conceptual and designed to stimulate and inform rather than to provide curricular blueprints or a guide to classroom activities.

Lee Anderson, Schooling and Citizenship in a Global Age. Bloomington: The Mid-America Program for Global Perspectives in Education, 1979.

A persuasive exposition of global forces and relationships that make international education imperative. Reviews educational changes already taking place and outlines others needed to make the schools more responsive to the realities of an interdependent world.

The following are all shorter treatments of international education which provide informative and stimulating reading.

Richard C. Remy et al., International Learning and International Education in a Global Age. Wash., D.C.: National Council for the Social Studies, 1975.

Contains a world studies bibliography identifying background readings, sources of information and of materials for use in the classroom, and a special section elaborating guidelines for world studies.

Robert G. Hanvey, An Attainable Global Perspective. New York: Center for War/Peace Studies, 1976. 28 pp.

A concise introduction to concepts, modes of thought, intellectual skills and human sensitivities contributing to the formation of a global perspective attainable through formal education.

Leonard S. Kenworthy, The International Dimension of Education. Wash., D.C.: Assoc. for Supervision and Curriculum Development (NEA), 1970. 120 pp.

An early comprehensive statement addressing the need for incorporating the international dimension throughout all levels of precollegiate education and in all curricular subjects. Contains a still useful brief bibliography.

Ward Morehouse, A New Civic Literacy: American Education and Global Interdependence. Princeton, N.J.: Aspen Institute for Humanistic Studies, 1975. 32 pp.

Assessment of the problems and opportunities in international education in American schools.

James M. Becker and Maurice A. East, Global Dimensions in U.S. Education: The Secondary School. New York: The Center for War/Peace Studies, 1972. 52 pp.

Judith V. Torney and Donald N. Morriss, Global Dimensions in U.S. Education: The Elementary School. (As above.) 52 pp.

Both booklets combine an examination of pedagogical issues involved in international education with general conceptual questions as well as with classroom approaches. Reference notes include useful bibliographic items.

Reginald Smart, "The Goals and Definitions of International Education: An Agenda for Discussion," International Studies Quarterly, v. 15, n. 4 (Dec. 1971), pp. 442-464.

Broad and critical examination of fundamental concepts.

Sources of Ideas and Leads to Classroom Approaches

Many of the materials selectively listed below contain comprehensive outlines of entire courses with international themes. Some of them have been worked out in considerable detail. Several are of unusually high quality and it would indeed be ideal if they were used by imaginative and well prepared teachers in schools willing to make the necessary curricular adjustments to fit them into their regular program of instruction. Unfortunately, not too many teachers are ready to take them up and among the few who are, still fewer can overcome the various institutional and attitudinal obstacles standing in the way of large-scale curricular changes.

Yet almost all of the course and lecture designs are virtual storehouses of excellent ideas and imaginative approaches which could be extracted and reshaped to more modest forms so as to fit the often very limiting constraints in some school situations. School librarians can and should, wherever other considerations of their work allow them to do so, play the crucial mediating role between the expanding world of ideas, models, and

designs on the one hand and, on the other, the teachers who often need all the help they can get if they are to enlarge the domain of international perspectives in their instructional program. This only re-emphasizes the primary intent of this handbook stated previously. At this point, however, the renewed emphasis is important -- the classroom materials offered in the publications selected below need to be seen not only as prescriptions but as stimulating leads.

The following annotated list has been selectively compiled to provide for some initial choices and to illustrate the variety of materials currently available. Those interested in finding other materials designed for classroom use, or adaptable for classroom use, may wish to contact organizations listed in the next section, or to consult Directory of Resources in Global Education prepared by the Interorganizational Commission on International and Intercultural Education (Was. D.D.: Overseas Development Council, 1979).

Kenneth A. Switzer and Paul T. Mulloy, Global Issues: Activities and Resources for the High School Teacher. Boulder: Social Science Education Consortium; Denver: Center for Teaching International Relations, 1979. Mimeographed. 91 pp. plus 64 pp. of handouts.

> One of the most recent and outstanding repertories of instructional approaches to global issues. It covers seven broad global concerns: global awareness; world trade and economic interdependence; global conflict and the arms race; economic development and foreign aid; environment and technology; energy and natural resources;

and human rights. Each unit is fully developed, with outlines of lessons, student handouts, and amply annotated lists of primary and secondary sources. These features make the classroom models extremely adaptable to different teaching situations, different grade levels, and different competencies and inclinations of teachers. The volume also includes a brief address list of sources of classroom materials.

Global Development Studies, New York: Management Institute for National Development, 1973. 71 pp.

Subtitled "A modern curriculum for an academic year course in global systems and human development at the secondary and undergraduate levels of general education," this small volume lends itself to a number of imaginative uses at senior high school levels. For librarians and other users interested in preparing teaching units, it may help considerably in clarifying the objectives of classroom presentations; it provides good, concise texts as bases of lectures; and, above all, the suggested classroom exercises can be used as a starting point for the development of individual teaching packages. Among the appendices is a particularly useful, well annotated bibliography of periodicals which can serve both as sources of teaching materials as well as a source of selections for the school library.

J. Carlisle Spivey, World Food Supply: A Global Development Studies Case Study. Madison, N.J.: Global Development Studies Institute, 1976. Mimeographed. 100 pp.

Designed to be used primarily within a full course on Global Development Studies (see preceding item), this guide provides many ideas and suggests approaches that can be and have been developed and applied independently in small units. Grouped in three major categories on what is the meaning and scope of hunger in the world, why there is hunger, and what is being done about it, are nine separate units such as a brief history of food and population, contemporary world food supply, the role of agricultural production and government policy, the green revolution and food aid programs. While each unit is primarily a textual description of the specific issue with adequate references to source materials, there is a substantial "Instruction Guide" outlining teaching strategies, methodology, classroom discussion, and lists of resources and resource organizations.

Patrick D. Gore, et al., Teaching Energy Awareness. Denver: Center for Teaching International Relations, 1978. (Rev. ed. 1980.) Mimeographed. 309 pp.

This collection of thirty-two teaching units includes only some with explicit international dimension, but it is included here because it permits the building of links between human, national, and international energy issues in a great variety of ways. The teaching units are only briefly described, only some of them with data and source references, but among the forty-one handouts designed for specific teaching units are several rather valuable items that can be included in teaching packages based on the proposed units or their combinations. This volume is only one in the CTIR Special Series of teaching aids on cultural studies, skills, environmental issues, and on general topics such as communication, aging, and role of women. All of them deserve attention as good teaching resources.

Jayne Millar, Focusing on Development: Mini-Units for Secondary School Curricula. Wash., D.C.: Overseas Development Council, 1973.

Suggests a number of useful classroom approaches to topics on global development, together with listings of resources.

Florence V. Davis and Barbara J. Preisseisen, Multicultural Education for Practitioners. Philadelphia: Research for Better Schools, 1979.

Offers specific guidelines for the development of teaching programs. Particularly valuable are chapter 2 addressing classroom and curricular issues, and chapter 3 listing a variety of materials and resources.

Seymour Fersch, ed., Learning about Peoples and Cultures. Evanston, Ill.: McDougal, Littel, 1974.

While this is primarily a reading text dealing with the problem of developing a cross-cultural perspective, two features recommend it as a source of ideas and materials for teaching units. One is its own variety, with illustrations, quotations, and short stories integrated into the discussion. The second is the companion "Teacher's Guide" outlining specific classroom adaptations.

David C. King, Margaret S. Branson, and Larry E. Condon, Education for a World in Change: A Working Handbook for Global Perspectives. New York: Center for Global Perspectives, 1976. (Issued as 84/85 Intercom.) 100 pp.

Provides substantive text on the perspectives on the twenty-first century as well as orientation reading on the associated educational tasks. More than two-thirds of the handbook are devoted to sample lessons, with illustrations and sources, for grade levels K-12.

Herbert J. Abraham, World Problems in the Classroom. Paris: UNESCO, 1973. 224 pp.

Suggests practical approaches to the teaching about all important activities of the United Nations. The volume includes background data, questions for study and discussion guides.

Deborah L. Truhan, The Local Community and Global Awareness. Madison, N.J.: Global Development Studies Institute, 1977.

Many of the sixty classroom activities that lead students to link their immediate environment -- families, schools, and local communities -- with the world beyond the national boundaries lend themselves to the development of either library-centered projects or to library-prepared teaching packages.

David Victor and Richard Kraft, Global Perspectives Handbook. Bloomington, Ind.: Mid-America Program, 1977. Mimeographed. 44 pp.

Outlines several classroom activities designed to increase students' global awareness through an exposure to various global issues. The Handbook contains student handouts, background information, and a bibliography of materials, books and films.

Two particularly valuable series of classroom oriented handbooks with multicultural focus that school librarians and teachers could utilize in a number of ways have been issued by the Center for Teachign International Relations and by the Global Perspectives in Education. Their titles and specified ranges of grade levels are:

Teaching about Perception: The Arabs (5-12); Teaching about Cultural Awareness (4-12); Teaching about Diversity: Latin America (9-12); Images of China (5-12); and Teaching about Conflict: Northern Ireland (6-12); all from CTIR.

Universals of Culture (6-9); Culture's Storehouse: Building Humanities Skills through Folklore (6-9); Cultural Sight and Insight: Dealing with Diverse Viewpoints and Values (6-12); World Views through the Arts (6-9); and Exploring Communication (4-9); all from GPE.

Resource Organizations and Agencies

This annotated address list of organizations and agencies which supply materials relevant to school librarians and classroom teachers interested in international dimensions of elementary and secondary education is again selective. There are now many commercial publishers who produce a variety of internationally oriented teaching materials, some of them of good quality although often at a considerable cost. These are not included because their promotional material is usually well distributed to schools and school libraries. The organizations and agencies included below supply many materials without cost or at production cost; however, their prices are not shown because they too necessarily change with inflationary pressures. The list is divided into two parts. The first, smaller part, includes the primary resource organizations whose main purposes and efforts are oriented toward the classroom and whose many materials have already been used with good results by those school librarians and teachers whom we have had an opportunity to interview. The second part lists other resource groups; the publication of classroom oriented materials usually represents only a segment of their overall programs and activities. While we have not come across sufficient evidence of field experience with their products among school librarians and teachers, they may indeed be in such use and their materials may be of the highest quality.

Primary resource groups

CENTER FOR TEACHING INTERNATIONAL RELATIONS. A joint project of the University of Denver School of Education and the Graduate School of International Studies, now closely cooperating with Global Perspectives in Education group (see below), the Center conducts five major programs: in addition to teacher workshops and academic courses, it publishes curriculum units, distributes materials, and provides consultation services to aid in the implementation of global perspectives in American schools. While focused on education in the Rocky Mountain region, the Center has a nation-wide reach. Its special series of twenty handbooks with classroom and student materials provide guidance to adding a global perspective to many subjects at all grade levels. Address: Graduate School of International Studies, University of Denver, Denver, Colorado 80208; telephone (303) 753-3106.

GLOBAL DEVELOPMENT STUDIES INSTITUTE (of Management Institute for National Development, 230 Park Ave., New York, N.Y. 10017). A non-profit educational corporation, the Institute assists educators by providing curricular and other materials, methodologies, and teacher training to enhance international education at all levels. Address: P.O.Box 522, 14 Main Street, Madison, N.J. 07940.

GLOBAL PERSPECTIVES IN EDUCATION, INC. (formerly Center for Global Perspectives and Center for War/Peace Studies). A non-profit, educational organization devoted to efforts towards strengthening global dimensions of U.S.education. Published a series of important materials fitting such topics as American history, culture and area studies, global trends and issues, humanities and language arts, and environmental studies. In addition to orders for its materials, the Center invites letters about educators' specific needs, reviews materials developed in the schools, and accepts telephone requests for information and advice. Publishes a continuing series of occasional reports Intercom; each issue is a tool for teachers containing classroom units, materials and guides to resources. Services include a national network of consultants and resource people.
Address: 218 East 18th Street, New York, N.Y. 10003; telephone (212) 475-0850 or ("hotline") (212) 228-2470.

MID-AMERICA PROGRAM FOR GLOBAL PERSPECTIVES IN EDUCATION. Formally in operation since 1975, the Mid-America Program builds on an extensive experience of its personnel in all aspects of international education. Its major objective is helping schools and other educational agencies to design programs enabling young people to acquire the knowledge, skills and attitudes necessary for responsible participation in an interdependent world. The Program's Laboratory for Educational Development has available, at production cost, a selection of materials for classroom use, lists of sources of material, bibliographies, and specific teaching units.
Address: Indiana University, 513 North Park Avenue, Bloomington, Indiana 47401; telephone (812) 337-3838.

Other resource organizations

AFRICAN-AMERICAN INSTITUTE. Through its Schools Services Division, the Institute publishes teacher's guides and instructional materials focused on Africa and African issues.
Address: 866 United Nations Plaza, New York, N.Y. 10017.

AGENCY FOR INTERNATIONAL DEVELOPMENT. As a separate division of the U.S. Department of State, the Agency issues, through its Office of Public Affairs, materials on various aspects of international development. While the pamphlets and brochures, as well as the monthly War on Hunger, are not specifically intended for classroom use, they are informative and useful as background material and a source of teaching ideas. The materials are free.
Address: Publications Division - Office of Public Affairs, Room 4953, State Department Building, Washington, D.C. 20523

ALLIANCE FOR ENVIRONMENTAL EDUCATION. As a consortium or organizations concerned with environmental education, the Alliance publishes teaching materials some of which have an explicit international dimension or can be expanded for such purposes.
Address: 1785 Massachusetts Ave., N.W., Washington, D.C. 20036.

AMERICAN FREEDOM FROM HUNGER FOUNDATION. The Foundation issues a series of Development Issue Packets and other materials intended for use at secondary and higher levels.
Address: 1625 Eye St., N.W., Washington, D.C. 20006.

AMERICAN UNIVERSITIES FIELD STAFF. In addition to its intensive series of topical reports from all parts of the world, prepared by the Field Staff contributors, this organization also publishes a series of learning packets with international themes, intended primarily for secondary school levels. Twelve books on different countries of the non-Western world, examining primarily the impact of modernization on traditional societies and social impact of population change, provide also teachers's guides.
Address: 3 Lebanon Street, Hanover, New Hampshire 03755.

THE ASIA SOCIETY. Through its Education Department, the Society provides consulting services on Asian studies for local schools, and, in addition to its quarterly Asia, supplies bibliographies and lists of visual aids.
Address: 112 East 64th Street, New York, N.Y. 10021.

ASSOCIATION FOR ASIAN STUDIES. Through its Service Center for Teachers of Asian Studies, the Association publishes the quarterly Focus on Asian Studies designed for secondary school use; the quarterly includes lists of new print and audio-visual materials.
Address: Service Center for Teachers of Asian Studies, Ohio State University, 29 West Woodruff Ave., Columbus, Ohio 43210.

CENTRE FOR ECONOMIC AND SOCIAL INFORMATION. While the Centre's main office is in Geneva, Switzerland, its New York office provides aid and services to teachers and students interested in topics related to the global development process. It issues booklets, brochures, as well as periodical materials.
Address: U.N.Headquarters, New York, N.Y. 10017.

FOREIGN POLICY ASSOCIATION. Through its periodical publications, Great Issues and Headline Series as well as books and various teaching materials, the Association seeks to support the teaching of international affairs. Most materials suitable for senior high school levels.
Address: 345 East 46th Street, New York, N.Y. 10017.

INSTITUTE FOR WORLD ORDER. Publishes an extensive number of books, articles, films and teaching packages on global topics. The main themes of the Institute's materials are human rights, ethnic and cultural issues, economic well-being, and questions of international conflict and cooperation.
Address: 1140 Avenue of the Americas, New York, N.Y. 10034

OVERSEAS DEVELOPMENT. Although not geared directly to the needs of precollegiate, internationally oriented education, the Council publishes a series of paper some of which -- especially the Development Paper Series and Monograph Series -- are potentially strong resources for school library and classroom use.
Address: 1717 Massachusetts Ave., N.W., Washington, D.C. 20036.

OXFAM-AMERICA. A branch of the British organization OXFAM (another branch is OXFAM-Canada), this institution distributes considerable amount of educational materials on topics such as world poverty and hunger, world health problems, trade and aid, world's refugees, and other related themes.
Address: 302 Columbus Ave., Boston, Massachusetts 02116.

POPULATION REFERENCE BUREAU. In addition to materials providing population data and concepts, the Bureau also publishes a bimonthly population education newsletter Interchange. Its purpose is to provide information on recent developments in the effort to introduce population issues into intermediate and high school curricula.
Address: 1755 Massachusetts Ave., N.W.,Washington, D.C.22036.

SOCIAL SCIENCE EDUCATION CONSORTIUM. The Consortium sponsors ERIC/CHESS (Educational Resources Information Center/Clearing-house for Social Studies Education), one of the elements of the ERIC system. The Consortium maintains a resource library open to the public and among its main services is the analysis and dissemination of social studies curriculum materials for grades K-12.
Address: 855 Broadway, Boulder, Colorado 80302.

UNITED NATIONAL ASSOCIATION OF THE USA. With a considerably expanded program for high schools, UNA-USA publishes -- among other materials -- teaching and learning kits. These and related materials for all grade levels under the label of the UNA UNICEF Center can be obtained from: UNA-USA Publications Orders, 345 East 46th Street, New York, N.Y. 10017.

Copies of this Handbook can be obtained directly from

International Education Services Co., 3452 Lord Byron Drive, Bethlehem, Pennsylvania 18017